

**Draft Outline Proposal for Peer Assisted Learning (PAL) English Language Development opportunities for NUWEE students**

Overview

<p>Language Practice: speaking improvement leading to enhanced confidence.</p> <p>Rationale: speaking practice means developing oral activities beyond vocabulary memorisation and grammatical comprehension. Going beyond knowing the linguistic parts of a message by producing the spoken language.</p>	<p>Aims: To build spoken language confidence through peer interaction and group discussion.</p> <p>Method: Peer Assisted Learning (PAL) Encouraging participants to encounter new language and ideas, conceptualise what they have encountered and re-present what they have learned to an audience of peers tasked with similar learning goals.</p>
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<p>Participants will gain familiarity in:</p> <p>Para-linguistic clues Topic-linking Analysis Threads of language Intensive and extensive listening (live listening) Language formulation</p>	<p>Peer observation, response, and interaction Idea reconstruction Skimming and scanning of texts Internalisation of language and concepts Note taking and summation Contextualisation Fluency</p>
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<p>Methodology: is essentially a working of the P-P-P formula of Presentation, Practice and Production. This is delivered through a Task-Based learning formula that allows for personalisation of the language encountered, reorganisation of ideas and concept, and practice of language production through guided interlocution .</p> <p>The Presentation part will be sourced in the form of written documents and multi-media with visual and aural commentaries. This will be from: <i>Open Access Government</i> (<a href="https://www.openaccessgovernment.org/">https://www.openaccessgovernment.org/</a>)</p> <p>From IPTV World TV and Film <a href="https://iptv.ncl.ac.uk/Default.aspx?search=How%20it%27s%20made&amp;show=cats&amp;page=1&amp;fp=0">https://iptv.ncl.ac.uk/Default.aspx?search=How%20it%27s%20made&amp;show=cats&amp;page=1&amp;fp=0</a></p> <p>or from YouTube <a href="https://www.youtube.com/sciencechannelclips">https://www.youtube.com/sciencechannelclips</a></p> <p>The Specific task-based learning with rubric will be introduced and controlled by group PAL Leader who has the role of “animator” .</p>
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**Operation:**

This will be operated via TEAMS or ZOOM each session will be timed for 1.5 hours

Each PAL set will consist of six participants and a PAL Leader divided into:

Group A 1-2-3 ( three participants)

Group B 1-2-3 (three participants )

Preparation Method: prior to the session minimum (24 hours)

1 PAL leader will issue two articles from *Open Access Government* to PAL Set Group so that Group A has a different article to Group B

Each participant is asked to read the article, and make a summary of the article in preparation for a three minute spoken review of the article.

Each presentation must have:

- 1 an introduction of the key concepts
- 2 an overview of main arguments
- 3 concluding statement concerning the student's own opinion.

The student must be prepared to answer questions concerning the article from both the PAL leader and other participants from the student presenter's group i.e. A or B

2 Each group will be directed to a video chosen from *How it's Made* with each student 1-2-3- being allocated a topic within each video. Most programmes have three topics.

3 Each student will watch a video presentation from *How it's Made* and to prepare:

- 1 to summarise what they have seen.
- 2 To prepare a spoken presentation of what they have seen . They may make notes and create a PP should they wish.
- 3 Students must include key concepts and a concluding statement

On-line session One hour and thirty minutes

**Part A**

- 1 Initial ice breaker led by the PAL leader, small talk and testing of systems (5min)
- 2 Students are placed into pairs in the breakout rooms e.g. (A1-B1)
- 3 Each student must present to the other what they watched ( 5mins)
- 4 Each student must prepare a presentation about their partner's topic (10min)
- 5 As a whole group each student must present their partner's topic. They may request assistance from their partner. (30min) ( i.e. 5 x 6 presentations)
- 6 The PAL leader will animate a question and answer session about the topics as a general wrapping up exercise. (5mins)

**Part B**

1 Each group will be asked to present the main ideas and concepts of the topic that they prepared from *Open Access Government* to the other group. This will be done by the PAL eliciting information by leading a question and answer about the topic (20-30 mins )

2 Each group will prepare a written report of a maximum 250 words on the other group's topic from *Open Access Government* to be sent to the PAL leader for review and completion of exercise

#### The Role of the PAL leader

- 1 group organiser
- 2 selector and distributor of material for session planning of example questions
- 3 time table manager
- 4 leader in initial introductory session demonstrating the resources and the method and familiarising student with the operation of the sessions.
- 5 *animator* during the sessions, visiting the break-out rooms assisting with preparation and maintaining flow
- 6 administrator providing data of attendance and successor otherwise of project.